Lauri A. Schmid-Snoeck February 28, 2010

Ed. 702.22 Seminar in Applied Theory & Research 1

Dr. Sharon O’Connor-Petruso

Wiki Assignment #2 – Annotated Citations

Topic: “Why Doesn’t Teacher Call on Me?” The Impact of Implicit or Inadvertent Teacher Favoritism in the Classroom.

Berry, D., & O’Connor, E. (2010). Teacher-Child Relationships, and Social Skill Development across Middle Childhood: A child-by-Environment Analysis of Change. *Journal of Applied Developmental Psychology, 31*(1)*,* 1-14. Abstract retrieved from <http://www.eric.ed.gov> database. (Accession No. ERIC #: EJ869961)

In this peer-reviewed article, the authors, of Harvard University and New York University, respectively, studied ‘the growth trajectories of children’s social skills from kindergarten through sixth grade, and to investigate the roles of early behavior problems and teacher-child relationships [in which] the magnitude of the effect increased as children aged’, using data from a National Institute of Child Health & Development study of Early Child and Youth Development. This article may be helpful in gathering reliable, quantitative and authenticated information about teacher-child relationships and what is the result of failing to connect with students. Specifically, I will look for data that identifies what happens if students are not called on in a fair and equitable manner.

Butterman, E. (2007). Playing Favorites? *Instructor, 116*(6)*,* 39-41. Abstract retrieved from <http://www.eric.ed.gov> database. (Accession No. ERIC #: EJ792935

This article from the Scholastic magazine Instructor. Mr. Butterman describes what favoritism looks like and offers strategies and ideas to avoid preferential treatment. If this article can be found, the strategies may be helpful in developing interventions for this project.

Haydon, T., Mancil, G. R., & Van Loan, C. (2009). Using Opportunities to Respond in a General Education Classroom: A Case Study. *Education and Treatment of Children, 32*(2)*,* 267-278. Abstract retrieved from <http://eric.ed.gov> database. (Accession No. ERIC #: EJ844909)

This is a peer-reviewed article. Mr. Haydon is affiliated with the University of Florida, Mr. Mancil is an Assistant Professor with the University of Central Florida.

While the article references children at-risk for emotional or behavior disorders, it focuses on the benefit of responding in a classroom setting. The abstract specifically states, “Results indicated that when the teacher increased the rates of opportunities to respond, the student’s on-task behavior and correct responses increased”. The full article should prove helpful in understanding what teachers did prior to the intervention and what types of response engaged the students more successfully.

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Liew, J., Chen, Q., & Hughes, J. N. (2010). Child Effortful Control, Teacher-Student Relationships, and Achievement in Academically At-Risk Children: Additive and Interactive Effects. *Early Childhood Research Quarterly, 25*(1)*,* 51-64. Abstract retrieved from <http://www.eric.ed.gov> database (Accession No. ERIC #:EJ864527)

According to the Texas A&M University website, Dr. JeffreyLiew is an Assistant Professor of Educational Psychology. He has a number of published papers to his credit, which also can be found on the website. He is involved in the college’s Child Development Lab that sponsors research projects at the university’s College of Education & Human Development ([http://publicationslist.org/jeffrey.liew) 2/28/10](http://publicationslist.org/jeffrey.liew)%202/28/10).

761 students were examined for this study. The abstract states that most were from “low-income and ethnic minority backgrounds” which mirrors the student population of the New York City school system. It was found that there was a correlation between “positive teacher-student relationships on future [student] achievement. Many of the at risk children benefitted, long-term, from positive teacher-student relationships and “have implications for narrowing achievement disparities…” (Abstract Liew, Chen, & Hughes, 2010, “Child Effortful Control”).

Logan, S., & Johnston, R. (2009). Gender Differences in Reading Ability and Attitudes: Examining where These Differences Lie. *Journal of Research in Reading, 32*(2)*,* 199-214. Abstract retrieved from <http://www.eric.ed.gov> database. (Accession No. ERIC#: EJ835883)

Dr. Sarah Logan is a teacher and researcher out of Hull University in the United Kingdom. Dr. Logan’s co-writer on this paper, Professor Rhona Johnston, is also affiliated with Hull. Together they work in the Department of Psychology and both are members of several prestigious research or teaching societies.

This article studies the differences between gender and reading ability. The researchers claim that girls scored somewhat better in comprehension skills, but overall the differences were small. “However, only boys’ reading ability was associated with attitude to reading and school…Conclusions are made regarding the applicability of these findings to the school situation.” (Abstract Logan & Johnston, 2009, “Gender Differences in Reading”). I will further investigate those conclusions to see if they support the hypothesis that favoritism, or the number of direct student responses to teacher queries, may be involved in the child’s attitude towards school.

Opoku-Amankwa, K. (2009). “Teacher Only Calls Her Pets”: Teacher’s Selective Attention and the Invisible Life of a Diverse Classroom in Ghana. *Language and Education, 23*(3)*,* 249-262. Abstract retrieved from <http://www.eric.ed.gov> database. (Accession No. ERIC#: EJ857902).

In 2009, Mr. Opoku-Amankwa spoke at the 9th International Conference of the Association for Language Awareness in Hong Kong. His topic was English-Only Language-in-Education Policy in Ghana.

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In this peer-reviewed paper, Mr. Opoku-Amankwa observed classroom life in Ghana. Specifically he looked at teacher favoritism such as “selective attention to pupils, teacher remarks and comments, corporal punishment,…[that] help create inequality and cumulative contribute to communication failure and underachievement” (Abstract Opoku-Amankwa, 2009, “Teacher Only Calls her Pets”). This article appears to be at the heart of my hypothesis that students who are not included in classroom communication will suffer academically and socially. Further, Mr. Opoku-Amankwa offers suggestions that will be helpful when developing effective intervention solutions to avoid or curtail inequitable practices.

Sadker, D. Ed., & Silber, E. S. Ed. (2007). *Gender in the Classroom: Foundations, Skills, Methods and Strategies Across the Curriculum.* Mahwah, NJ: Lawrence Erlbaum Assoc. Abstract retrieved from <http://www.eric.ed.gov> database. (Accession No. ERIC #: ED493765)

Mr. Sadker and Dr. Silber have collaborated together editing several books. Mr. Sadker has co-authored others as well. Mr. Sadker is Professor Emeritus at American University, Washington, D.C. and Dr. Silber is the Director of Mentoring Latinas at Fordham University in New York. Mr. Sadker collaborated with Myra Sadker in a book entitled “Failing at Fairness: How America’s Schools Cheat Girls”. I will attempt to get this book as it appears, from the title, that it would provide me with additional information regarding favoritism in the classroom, specifically boys over girls.

“Gender in the Classroom” is a book that expounds on the failure to train teachers to deal with gender bias and the impact that has in the classroom. The abstract states that the book can be used to fill the gap in that training and offers and “Instructor’s Manual…[with] teaching ideas…interactive activities…built around “Essential Equity Questions”. This book is a must read for this action research project as I believe it will help identify how inequities occur, especially that is has a section on “how to observe classrooms to “see” gender bias…”(Abstract Sadker & Silber, 2007, “Gender in the Classroom”).

Swinson, J., & Harrop, A. (2009). Teacher Talk Directed to Boys and Girls and Its Relationship to Their Behavior. *Educational Studies, 35*(5)*,* 515-524. Abstract retrieved from <http://eric.ed.gov> database. (Accession No. ERIC #: EJ866477)

Both authors of this peer-reviewed paper are affiliated with the Liverpool John Moores University in the UK. Dr. Swinson is a senior educational psychologist and honorary lecturer while Harrop is Professor Emeritus. Both are in the Educational Psychology Department and have, with other researchers, published many other research papers on children and behavior.

In this particular article tried to address heretofore inconsistencies relating to teaching-student interaction. The authors wanted to “clarify…categories of teacher verbal behavior…[the study] showed that boys received more overall verbal communication than the girls”, and while that communication was not always positive, there were “marked differences between the boys and the girls in their patterns of off-task behavior.” When reading this paper it will be interesting to discover just what type of verbal interactions the teacher had with each gender and what the data collected shows.